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ABSTRACT

Based on cooperation of public and academic libraries, the basic plan for library support of off-campus continuing education credit courses presented in this report provides for outright donation or long term deposits of library materials by libraries of teaching institutions to host libraries, usually public libraries located in areas where courses are being taught; it is intended for the libraries in the Richmond area. Included are narratives of site visits that were made to libraries in North Carolina, Virginia, Louisiana, Mississippi, Alabama, New York, Pennsylvania, and Iowa, as well as a summary of telephone conversations with librarians with continuing education responsibility in Maryland and Pennsylvania. (Author/JD)

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A Plan for Library Support of Off-Campus Continuing Education Courses

Written and Edited

by

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March, 1979

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CAPITOL CONSORTIUM REPORT

Introduction

In 1977 the library committee of the Capitol Consortium for Continuing Higher Education began to deliberate the development of a plan for library support of off-campus continuing education credit courses. A proposal for funding was prepared by the chairman of the library committee and the administrator of the Capitol Consortium at that time, Dr. Roland J. Scott (see appendix). When funding was received from the State Council for Higher Education in Virginia, planning began to obtain the necessary information prior to development of the plan itself. Included here are the plan, narratives of visits that were made to libraries in North Carolina, Virginia, Louisiana, Mississippi, Alabama, New York, Pennsylvania and Iowa. Included also is a summary of telephone conversations with librarians with continuing education responsibility in Maryland and in Pennsylvania.

Gerard B. McCabe
Chairman, Library Committee
Capitol Consortium for
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Richmond, Virginia

CAPITOL CONSORTIUM REPORT

The libraries of the Capitol Consortium for Continuing Education are responsible for supporting with library services all courses taught for credit away from the campuses of their respective institutions. In their assessment of the situation the library committee determined that neither they nor members of their staff had recent experience with providing such service. Talks with other librarians and a review of the literature indicated that changes had occurred in methods of providing service for off-campus credit courses; and it was necessary for the librarians to become up-to-date on current methodology. For that reason, the Library Committee requested developmental funds from the State Council on Higher Education's Library Advisory Committee for the purpose of conducting a survey of current methods for supporting off-campus credit courses with library materials.

The initial survey was conducted by telephone. A number of librarians listed in directories as having responsibility for continuing education were called and their advice sought. After a considerable number of telephone calls, it became apparent that while these other librarians were helpful, the calls were not very productive because of the lack of opportunity to sit and discuss first-hand on-site, the problems associated with this service and solutions that have been found to resolve these problems. As a result of this initial attempt to secure information, it was determined that site visits were necessary, and the committee made plans for visits to public and academic libraries in North Carolina, Virginia, Louisiana, Mississippi, Alabama,

New York, Pennsylvania, and Iowa. Verbal transmission of information was obtained through telephone calls to Georgia and Maryland. These latter states were not included in the site visits for that reason. The attached appendix details the results of the above visits and also includes certain information gained from the telephone calls mentioned previously. After making the site visits the participants, members of the library committee, discussed what was learned and began to develop this report.

TEXT

In pursuing their study of current practices for library support of off-campus credit courses in many disciplines, members of the Capitol Consortium Library Committee visited a large number of academic and public libraries. The libraries included: state libraries, regional public libraries, urban public libraries, public and private senior academic institutions, community colleges, and technical institutes. As a result of these visits, some important factors were identified. These factors are essential to successful development of a plan for providing library materials for the benefit of students enrolled in credit courses at locations other than the parent campus. The importance of Union Lists of library holdings cannot be underestimated. It is not surprising that the study identified the importance of a union list of serials or periodicals held by libraries in an area or in a state, but it was surprising to learn that union lists of other holdings were also of great importance.[1] Where such compilations did not exist, local librarians were in the process of studying the question and determining the best method for bringing these needed tools into reality. These union lists, or directories of holdings, are of most importance to the institution which is supporting the course or courses offered in another location. The ability to identify resources held in other

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[1] a computer-based method can make these lists unnecessary.

TEXT (contd.)

locations by libraries willing to participate in the continuing education effort provides a great advantage to the library of the teaching institution. In some instances, if a local library has resources that can support an off-campus course, it may be unnecessary for the library of the teaching institution to provide any materials at all. Immediately, a substantial savings in time, labor and material is realized. For this reason, librarians of the Capitol Consortium and their colleagues involved in other cooperative efforts in the Richmond area have determined that it is of primary importance to develop a list of periodicals available in Richmond area libraries. Work is in progress on this objective. The study also made it obvious that it is of great importance to contact all libraries in areas where courses are to be taught, advising that courses will be taught in their area and seeking their cooperation. In many instances, local libraries are willing to serve as host libraries for materials sent from the library of the teaching institution. In these cases it is presumed that students taking continuing education courses are local residents and patrons of the local library, especially if it is a public library. The visiting librarians discovered that quite often the local public library is more than willing to serve as a host, and in some cases is even willing to buy supplemental materials when the subject matter of a course is of sufficient interest to local citizens. A written service agreement can be helpful in these instances. (It may not be necessary in every case). Typically, a written service agreement establishes the fact that the library of the teaching institu-

TEXT (contd.)

tion will supply material and the host library will provide service on that material to the extent necessary. This will include circulation privileges, reserve privileges, and any other customary services required for the support of a course of instruction.

Coordinated planning between teaching institution libraries and host libraries provides for much better service to the students, so every effort should be made to coordinate planning between the libraries for class support. Prior notification of class offerings is important to both libraries. The library of the teaching institution should have ample notice of courses proposed for offering in off-campus areas. In turn, the library should notify the prospective host library of the fact that courses will be offered in the area and what the subject matter of those courses will include. Again, this type of cooperation can lead to a cooperative acquisitions program where it is mutually beneficial and to an exchange of acquisition information where helpful.

In a typical service agreement between an academic library and a public library, provision is usually made for the following: the deposit either on a temporary or a permanent basis in the public library of academic materials essential for the support of courses offered in the public library's locale. If a course is to be offered on a regular basis, permanent loan is the best solution. Under the terms of permanent loan the academic library of the teaching institution retains ownership of the materials. The public library provides service on these materials usually in keeping

TEXT (contd.)

with its own circulation policies, including the collecting of fines, etc.; and if deemed necessary, as perhaps requested by the instructor, it will also provide reserve service for such materials. In cases when a course is offered on a one-time basis or is offered on an irregular basis, then a temporary loan may be arranged. In these examples, the academic library will send material to the public library where it will be treated as previously mentioned. At the end of the course, the public library retrieves all loaned material and returns it to the academic library. If materials were circulated in the normal manner and overdue fines were collected, these fines remain in the custody of the public library. In effect the library of the teaching institution does not ask the public library to change its basic policies to which patrons are accustomed. In its site visits, the committee also identified examples of cooperation among senior academic institutions and community colleges. In these examples the same practices have prevailed. Usually, the library of the senior institution sends materials to the community college on a temporary loan. At the end of the class session, the community college library returns the materials to the library of the senior institution. In some cases a senior institution offers upper division evening courses at community colleges which already offer lower division courses in the same subject field. In these cases the senior institutions did not have to send as much library material to support a course or courses

TEXT (contd.)

because the students were able to use the resources of the community college library. Again, as noted earlier, this achieved an immediate savings. In some cases where state regulations permit, it is advisable for the library of a senior state institution to buy material for shipment directly to a state supported community college for incorporation into the regular collection of that library. This also results in a savings, because books do not have to be shipped back and forth between the libraries. When instructors visit these campuses to teach courses, they are aware that ample support is available.

This cooperative approach to providing library service includes all types of library materials, so that it is understood that not only books, but journals, and audio-visual materials are included in these service agreements.

In developing this plan for service to the twelve county area served by the Capital Consortium for Continuing Higher Education and after reviewing the results of their telephone and site survey, the librarians of the committee reached the conclusion that interlibrary cooperation was the correct approach to solving the problem of providing adequate library support for courses offered off campus. We are fortunate that this area has a good network of public library facilities throughout the twelve counties. It was determined that the best approach for providing this service was to work with local public librarians and with other academic librarians as circumstances warrant.

TEXT (contd.)

Work has already begun in the Capitol Consortium to initiate this plan. The librarians of all public libraries and academic libraries who are not members of the Capitol Consortium have been asked to join the library committee in developing this service. They have been asked to become full members of the Capitol Consortium Library Committee. Everyone agrees that this type of interjurisdictional effort is the best approach to meeting the needs of the citizens serviced by the Capitol Consortium and in assisting the libraries of the teaching institutions in fulfilling their obligation to provide library materials to all enrolled students, regardless of the location where courses are pursued.

In reviewing this effort it is clear that a union list for this area will reveal immediately the capability of any of the participating libraries to support a course that should be offered in its immediate vicinity. If a compilation of the union lists reveal that a library is not able to support a particular course, then material can be sent to that library, either on temporary or permanent loan, thereby enabling that library to provide this additional service to local citizens enrolled in credit courses under the continuing higher education programs.

A PROJECT TO DEVELOP A COMPREHENSIVE PLAN FOR LIBRARY SUPPORT OF CONTINUING EDUCATION WITHIN THE CAPITOL CONSORTIUM REGION

A Proposal Submitted to
The State Council of Higher Education for Virginia

By
The Capitol Consortium for
Continuing Higher Education

May 6, 1977

Contact Person:

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ABSTRACT OF A PROPOSAL TO DEVELOP A COMPREHENSIVE PLAN FOR LIBRARY SUPPORT OF CONTINUING EDUCATION WITHIN THE CAPITOL CONSORTIUM REGION

The Capitol Consortium for Continuing Higher Education library directors believe off-campus students deserve access to the same high caliber library resources available to on-campus students. Because at present this is more a goal than reality, the library directors believe a serious attempt should be made to improve delivery of library service to continuing education. As a logical step toward such improvement, the Capitol Consortium proposes to develop a comprehensive plan for systematic library support to continuing education programs and courses of consortium member institutions.

The purposes of the proposed project will be to develop a comprehensive plan and library service based on recommendations in that plan. The plan will be developed by the consortium institutions' librarians using input from continuing education faculty and administrators at those institutions. Also, input will be sought from librarians and continuing education faculty and administrators at higher education institutions already successfully providing library service to continuing education.

Because the consortium college librarians do not have current experience with continuing education library service and because library literature indicates pertinent new developments in other parts of the country, the consortium seeks funding for visits to selected sites of successful continuing education library service and for expenses associated with investigating methods of providing this service.

A PROJECT TO DEVELOP A COMPREHENSIVE PLAN FOR LIBRARY SUPPORT OF CONTINUING EDUCATION WITHIN THE CAPITOL CONSORTIUM REGION

I. Statement of Identified Area for Cooperation

Introduction

In order for off-campus credit instruction to be offered at the same quality level as on-campus credit instruction, continuing education students should have access to the same caliber library resources available to on-campus students. Unfortunately, this is more a goal than reality. The off-campus nature of continuing education courses results in a disparity between library resources available to on-campus and off-campus students. Also, the consortium's library directors believe that continuing education library service should be of consistent quality throughout the consortium region.

The Capitol Consortium for Continuing Higher Education recognizes a need to improve delivery of library services to support member colleges' continuing education offerings. The consortium proposes, as a logical first step toward such improvement, to develop a comprehensive plan for library support of continuing education within the Capitol Consortium area - regional Planning Districts 15 and 19.

The proposed comprehensive plan would help the consortium better meet its objective to provide maximum continuing education opportunities to meet the needs and requests of the citizens in the region. Also, the plan could serve as a replicable model with statewide or national implications.

Purpose

The purposes of the proposed project will be to develop a comprehensive plan for library service for continuing education in the Capitol Consortium region and to implement service based on recommendations in that plan. It is proposed that the plan be developed within the first year of funding and the service be implemented as soon as possible after the comprehensive plan is developed.

II. Statement of Project Feasibility

Library directors of all Capitol Consortium member institutions support the proposal and agree to cooperate in the development of the plan. This proposal resulted from the unanimous opinion of the Capitol Consortium Library Committee - composed of the library directors of all member institutions - that development of a comprehensive plan is necessary to facilitate a united, coordinated library support effort for continuing education. By identifying the role of each institution's library resources in the overall contiruing education library support system, the proposed plan will encourage institutional participation in the consortium library effort.

III. Project Program Plan

Procedure

The consortium proposes to develop the comprehensive plan using input from the consortium institution librarians and continuing education faculty and administrators. A sample survey of continuing education faculty will be conducted to obtain their views of, and needs for, library support.

The librarians will study the available resources and continuing

education market in the Capitol Consortium region and will propose a library support system for continuing education. The recommendations should identify modern library service methods for courses taught off-campus during odd hours in regional and isolated locations remote from library facilities.

The plan will include provision for one-way delivery of disposable library materials to program locations, selection of materials and their deposit in local libraries and at program locations on a no-return basis. Paperback books, microform materials, and audiovisual materials will be given special consideration as potential means of providing library support.

The Capitol Consortium Board of Directors on October 21 approved a project, funded by an HEW Title II-A library resources grant, in which certain basic reference and self-study materials will be deposited in some study centers. Part of the comprehensive plan will include provisions for supplementing these resources.

Intercampus delivery of interlibrary loan and audiovisual materials already exists in the Capitol Consortium and is not provided for further in this plan.

Development of the comprehensive plan will seek answers to the following questions:

1. What is the role of each consortium member college library in a coordinated united library support effort for continuing education? What should each institution do to prepare for participation in this cooperative library service?

2. What are the roles of other libraries - i.e., public libraries and libraries at nonmember institutions - in the Capitol Consortium continuing education library effort?

3. What trends in continuing education will impact on library service in the area?

4. What new library science technologies are available to improve library service to continuing education? What provisions should be made for the use of audiovisual materials and to what extent should they be used?

5. What are the current practices in continuing education library service for successful programs?

6. What steps should be taken to create faculty awareness to potential needs and to assist faculty in preparing for library materials in support of continuing education courses offered away from main campuses?

7. What are recognized pitfalls in organizing such arrangements?

8. What are the budgetary requirements for implementation of the plan?

9. What is the best method of developing a delivery system? Should a courier or parcel delivery service be used? Should the consortium develop its own delivery system or rely on each institution? Is a bookmobile type service worthwhile?

10. Are faculty oriented to using paperback books and other expendable materials? Should cassettes, pamphlets, and other ephemeral materials be used and should they be written off as expense instead of being recovered?

11. What library staffing and administrative arrangements are necessary for improved library support to continuing education? Is additional library staff required? If so, how many additional staff members are recommended and how should they be distributed among the institutions?

12. What are the spatial requirements for improved library support to continuing education? What type of facilities and equipment are needed?

13. Will the new copyright law result in problems for continuing education library support?

14. Is building a modest core collection of library materials worthwhile?

15. Would it be possible to utilize computerized applications for key work lists or other types of lists for materials?

As part of development of the comprehensive plan, the consortium

proposes that several member college librarians and the consortium administrator visit outstanding examples of successful continuing education library support operations in other parts of the country in order to learn from the experiences of those operations.

Identification of Need for the Project

It is anticipated that the comprehensive plan will serve the requirements of all Capitol Consortium member institutions and enable the colleges to better meet the needs of students enrolled in off-campus courses.

The consortium college librarians do not have current experience with continuing education library service. Because of this and because library literature indicates the existence of pertinent new developments in other areas of the country, some travel and related expense funding is required. The consortium librarians seek to visit institutions with successful continuing education library support operations in order to study these new developments and to recommend initiation of successful programs of library service to continuing education in the Capitol Consortium region.

Member institutions' heavy and diverse involvement in continuing education also results in need for a systematic, logically developed comprehensive plan of library support for continuing education.

Members of the Capitol Consortium are John Tyler, J. Sargeant Reynolds, and Southside Virginia community colleges; Richard Bland College, a two-year branch of The College of William and Mary; Virginia Commonwealth University, a comprehensive university; and Virginia State College, a senior college. These institutions offer a wide variety of continuing education credit courses at a large number of off-campus

locations; for example, one community college offers instruction at some 50 off-campus locations. All of the institutions offer a concentration of off-campus courses in their immediate area, most of the colleges offer courses at Fort Lee, and there are a scattering of courses offered in the rural areas.

The plan should outline a program of library service to consortium institution continuing education throughout the consortium region, which includes the counties of Charles City, Chesterfield, Dinwiddie, Goochland, Greensville, Hanover, Henrico, New Kent, Powhatan, Prince George, Surry, and Sussex, and the cities of Colonial Heights, Emporia, Hopewell, Petersburg, and Richmond.

Identification of Available Consortium Library Resources Which Will Support the Project

Member institutions' library resources available to support the project include the library collections, trained reference and other skilled staff, audiovisual capabilities, and considerable collections of library-related materials, including audio-cassettes, films, and microforms. However, the institutions lack operational staff for continuing education library service.

Identification of Additional Resources Needed to Support the Project

One of the objectives of the comprehensive plan will be to explore what additional resources will be required to support quality library service to continuing education.

Identification of Anticipated Long-Term Costs and Benefits

The plan should project long-term costs of an ongoing continuing education library support effort.

Schedule for Implementation of the Project

Development of the plan should take about a year. The consortium administrator and librarians will visit continuing education library support facilities in other areas. The remaining period will be devoted to data analysis and writing the plan.

Method for Project Evaluation

Evaluation of the plan will be provided by a follow-up survey of continuing education faculty to determine if the library support has measurably improved because of the comprehensive plan. The follow-up survey will be conducted one year after completion of the comprehensive plan.

IV. Project Budget

1.	Air Fare/Travel (nine one-man trips).....	$3,000
2.	Board and Expenses (for nine one-man trips).....	1,800
3.	Miscellaneous and Supplies.....	300
4.	Telephone and Postage.....	200
5.	Reproduction of Report.....	400
	Total Requested	$5,700

V. Project Funding

The Capitol Consortium member colleges and the consortium administrator's office will contribute professional and clerical time.

facilities, and equipment toward the development of the comprehensive plan. The plan itself will be developed by the consortium librarians.

VI. Letters of Agreement

Attached are letters of support from Presidents of the Capitol Consortium member colleges. Because funding is sought for development of a comprehensive plan, the letters support the need for such a plan (not included here).

Minutes of the Capitol Area Consortium Committee Meeting

Wednesday, February 8, 1978

Members present: Mr. Elke Hueter, Mr. Richard Lancaster, Ms. Marguerite Ogden, Abdul J. Wiah, J. Sargeant Reynolds Community College Downtown Campus, Dr. Roland Scott, Mr. George Martin, ACRL Mellon Foundation Intern, Gerard B. McCabe, and Celestine Gray, Secretary.

Invited guests from Area Public Libraries: Mrs. Agatha Hurlbert, representing Richmond Public and Pamunkey Libraries, and Graham Sadler, Henrico Library.

Mr. McCabe thanked Mrs. Hurlbert and Mr. Sadler for coming, and Dr. Scott informed them of the purposes of the Capitol Consortium. Noting that the Consortium was formed to coordinate and extend educational opportunities in Petersburg, Emporia and the Counties of Henrico, Hanover, Goochland, Powhatan, Chesterfield, New Kent, Charles City, Dinwiddie, Surry, Prince George, Sussex, and Greenville. He continued to note that each consortium was asked to prepare a proposal for developing a plan for library support. The Capitol Consortiums' first proposal was turned down by State Council staff because it called for a consultant and funding was not available to pay consultant fees. Dr. Scott also reviewed the use of a Federal Grant received under the terms of Title II A of the Higher Education Act. The first year the grant was used to purchase materials on Continuing Education, which are housed in Dr. Scott's office. This year the funds will be used to put Core collections of library materials in certain correctional institutions in the area. The conversation then turned to the need for cooperation with the local public libraries in order to supply the continuing education needs of this area.

Mr. McCabe mentioned that he had contacted a former colleague at Michigan State University, Mr. Frank McDougall, who gave him some information pertaining to the cooperation in Michigan between Public Libraries and University Libraries. Several universities in Michigan developed a Continuing Education Center in Grand Rapids. This was equipped with a library. After a survey of Continuing Education students was conducted, it was discovered that over 50% of the people did not realize a library was available and 40% noted frequent use of the Grand Rapids Public Library. As a result, the universities closed the Center, gave the library materials to the Grand Rapids Public Library and were in the process of negotiating a contract for library service to Continuing Education students from the Public Library.

Turning to the question of the funding received from the State Council, it was noted that most of the money is available for travel to places where successful continuing education library support efforts are located. Mr. McCabe suggested that such institutions be contacted by telephone first, after the library committee identifies the questions it wishes to be asked.

Mr. McCabe noted that we should plan to extend the grant no later than June 20th, which is the typical cut off date for processing invoices at the end of the fiscal year. All public librarians are invited too, as we mentioned. Please send a representative if you cannot attend. Also, we will begin discussing our plans for travel, particularly the first trip which has been proposed to Raleigh, North Carolina.

Dr. Scott asked that consortium members send a copy of their HEW Title II A financial data so that he can prepare the grant application for the consortium for the next fiscal year. Attached are the materials as noted in the minutes.

Note: Next meeting February 23 at 2:p.m.
James Branch Cabell Library

Addendum to the Minutes - Capital Consortium - February 8, 1978

Subject: Possible places to visit in our investigation of Library Support for Continuing Education

Most of this information came from a publication prepared by Frank C. McDougall, a Directory of Extension Library Services and NUEA Member Institutions, 2nd Edition, June 1976. I also called Mr. McDougall who is Continuing Education Librarian at Michigan State University for further information. Please note that the information obtained in this publication is rather sketchy and it is advisable to telephone and talk to the librarians in charge before planning to make an actual visit:

Indiana University of Pennsylvania, Indiana Pennsylvania
Pennsylvania State University, College Park Pennsylvania
Extension Library Services, University of Wisconsin, Madison, Wisconsin (this collection has 30,000 volumes and an annual budget of $125,000)
University of Alabama, Birmingham, Alabama
University of Maryland, College Park, Maryland
Universities Center Library, Jackson, Mississippi (this is also listed as a state wide provider of service)
University of North Carolina, Extension Division Library, Chapel Hill, North Carolina
University of Rhode Island, Providence, Rhode Island
University of Michigan, Ann Arbor, Michigan
Michigan State University, East Lansing, Michigan
North Carolina Community College, Raleigh, North Carolina (this is headquaters and it was recommended that we also plan to visit two or three of the campuses.)

Mr. McDougall also recommended Denver Public Library and Saint Louis Public Library, and as you heard Mr. Sadler describe, both of these libraries belong to a cooperative and Mr. Sadler can furnish us with information on the work at Denver Public Library as he mentioned in his remarks at yesterday's meeting.

I propose the following, first that we define the questions we wish to have answered. secondly, that we telephone librarians at these cities (I have telephone numbers) and they are available in the document, third, we further attempt to find other areas where there is liaison or cooperation with public libraries and that when we receive affirmative replies, we can plan to visit them. Please look over these locations and then we will make arrangements to place phone calls to the librarians after we have formulated our questions.

Capital Consortium - Continuing Education Library Support possible questions to ask of other.

1. In each institution we should ask the extent of the commitment to library support for off-campus courses. Is the library in question actually engaged in providing for this service, or is it left on a hodgepodge basis?

2. The distance involved from campus to off-campus sites or the area size, possible in square miles. We need this information for comparative purposes.

3. The extent of cooperative effort with 1) other academic institutions in the area or region, 2) local public libraries in the area. Are these informal efforts or are there contracts for the provision of library service, and if so what are the details including funding?

4. A comparison with the Capitol Consortium. In order to achieve an answer to this question we should provide a discription of the Capitol Consortium with full details.

5. Budget information, including 1) personnel committed above the regular staff of the library and 2) finances, that includes budget for material, supplies, operating expenses and personnel.

6. Is there a separate collection maintained or when they supply materials is it based on copies from the main collection?

7. The method of distributing material to support courses offered off-campus (this should be described in detail).

8. The nature of the material. For example, is it disposable, non-returnable, does it include paperbacks, microforms? The nature of the audio-visual material used is also important. Do they use permanent deposit in relation with public libraries or make an outright gift of material to a public library or school library so that individuals taking off-campus courses may use them? Do they furnish faculty with material on a no return basis? In other words, is the faculty left to carry the material to the class and then distribute it to the students?

This is the first draft of basic questions and in an attempt to identify information that we must gather in order to work up an effective plan.

Note: Next meeting February 23 at 2: p.m.
James Branch Cabell Library

Appendix

Capitol Consortium Library Committee: Telephone Questions for Possible Places Where Visits Will Be Made

Members: Mrs. Catherine Bland, Virginia State College, Dr. Abdul Miah, J. Sargeant Reynolds, Downtown Campus, Mr. Robert Grattan, J. Sargeant Reynolds, Parham Road Campus, Mr. Eike Hueter, Richard Bland College, Mr. Richard F. Lancaster, John Tyler Community College, Mr. Gerard B. McCabe, Virginia Commonwealth University, Ms. Marguerite M. Ogden, Southside Virginia Community College, Mr. Norman Hilliard, Virginia Commonwealth University, Ms. Betty Collins, Virginia State Library, Mr. Bill Chamberlain, Virginia State Library, Mr. Doug Cooper, Randolph-Macon College, Mrs. Fran Friemarck, Pamunky Regional Library, Mrs. Agatha Hurlbert, Richmond Public Library, Mrs. Gene Knoop, Chesterfield Public Library, Ms. Mimi Turner, Petersburg Public Library, Mr. Graham Sadler, Henrico Public Library, Mr. Nelson Worley, Appomattox Regional Library.

Explanation:

The state academic institutions in the Richmond Area are organized into a Consortium for the purpose of furthering Continuing Education. We who are members of the Library Committee are involved in developing a plan for improved Continuing Education Library Service. I am calling to ask some questions to determine if a visit to your facility would be helpful.

1. How extensive is the involvement of your operation in continuing education effort? How many institutions are involved and what is the mix of institutions, that is, community colleges and senior institutions?

2. What is your approach to handling library material, do you draw from a central library collections, have a special collection and do you use mostly non-returnable items?

3. Is there cooperative involvement of public libraries in the continuing education effort?

4. Do you consider your service innovative? Are there features that would be best explained if seen on a site visit? (conclusion to the effect)

Thank you very much for your assistance, we will be back in touch. We anticipate that we will make a site visit to your area and will be calling to set up a suitable time.

Appendix

Letter

Dear Librarian:

Six state academic institutions in the Richmond - Petersburg area form the Capitol Consortium for Continuing Higher Education. The Consortium's Library Committee, which I chair, is conducting a survey of current practice among Academic and Public Libraries in support of Off-Campus Continuing Education courses. The Consortium's Library Committee and area Public Librarians have met to discuss the development of this plan. We are particularly interested in how our institutions can cooperate with other libraries to improve library delivery to our students. As part of our study we are making site visits to various higher educational institutions to learn how other College and University Libraries are servicing Continuing Education. Our public library colleagues will be making similar visits to Public Libraries at the same time.

The purpose of my letter is to ask your permission to visit your library and discuss this question with you or with the librarian responsible for continuing education library service. As an urban Consortium we are also interested in the Consortium and other cooperatives in which you participate (according to the American Library Directory) along with a number of other local institutions. For that reason, we are particularly interested in visiting. We also have another cooperative group involving public and private senior institutions here in Richmond, so I am certain any mutual exchange of information will be beneficial. At the same time, one or more of our colleagues from one of our local Public Libraries will also be visiting Public Libraries in the City. We propose to make our visit in late April or early May. Your assistance will be appreciated, and I hope that I will hear from you very soon. After receiving your reply, I will make arrangements for the actual dates of the visit.

Thank you very much.

Sincerely,

Gerard B. McCabe

Capital Area Consortium Meeting
Minutes of February 23, 1978 @ 2 P.M.

Members present: Eike Hueter, Marguerite Ogden, Roland Scott, Abdul Miah, George Martin, Gerard B. McCabe, and Celestine Gray, Secretary

From the Public Library: Mrs. Agatha Hurlbert

Mr. McCabe asked if there were any corrections to the minutes of the last meeting. None were made.

The discussions then lead to the questions Mr. McCabe included in the last minutes pertaining to calling other area universities before visiting. Dr. Miah stated that he felt the questions needed to be more specific and shorter, because this could create a tremendous phone bill. He also suggested that the questions be mailed to the institutions. However, Dr. Scott agreed with the idea but time is of essence at this point. Mailing of questions could take two or three weeks for a reply.

George Martin suggested before making the site visit, send the questions prior to the visit, this way the persons will have an opportunity to prepare for the visit and be able to answer the necessary questions. After further review of the questions it was suggested numbers three through six should be included.

Mr. McCabe noted that we should continue to look for other possibilities of places to visit. Further he stated that we should ask each librarian if they are already involved in continuing education.

The discussion then turned to the first trip. Mr. McCabe feels it's time now to begin work on the first trip and suggested Raleigh, N.C. and asked who was interested. Dr. Miah wanted to know how this will work with expenses. Dr. Scott will call VCU Budget office to determine the procedures to follow and inform committee members. Mr. McCabe and Dr. Scott will get together and make calls to the various universities to determine the extent of cooperative effort and feasibility of the visit. They will inform the committee of their findings.

It was also suggested that when planning trips, consider the possibility of visiting more than one campus, probably staying overnight. Also, it was suggested that if members are planning to attend conferences or seminars in close proximity of these institutions maybe the trip could be extended and make one trip do for all.

Mr. Hueter suggested visiting Raleigh and Chapel Hill on the same visit. He

also noted that it is almost time for Spring Vacation, we should make contact first to avoid conflict.

Mr. McCabe stated he will be attending a Solinet meeting in Atlanta and could extend his trip to include Birmingham and Mississippi while down there. It was also noted Public Libraries are invited to participate in traveling to other locations.

Dr. Scott mentioned that Continuing Education Directors suggested using Capital Consortium Library cards. Mr. McCabe stated that when we get our new automated circulation control system we can get a better grip on patron usage, this would help. Also he mentioned the Richmond Area Library Cooperative talked about circulation and suggested that a committee be appointed to check into circulation. Students now have limited borrowing privileges.

Also, Mr. McCabe was asked to raise the question with Community Libraries to see if they are interested in participating in RALC.

Dr. Miah then mentioned the fact that J.S. Reynolds students could not use VCU libraries. Mr. McCabe explained this meant loan privileges. He and Dr. Miah will discuss this later.

The discussion then lead to books to purchase for Correctional Centers. Dr. Scott mentioned asking Rehab. to make purchases. Mr. McCabe discussed the guidelines for disposal of library materials. Members will be informed of the next meeting after Dr. Scott and Mr. McCabe have had an opportunity to call and set dates for the visit to Raleigh, N.C., and surrounding Universities.

GBM/cg

2/27/78

Appendix

Continuing Education Library Support
University of Maryland, College Park, Maryland

The information contained in the following paragraph was obtained from a telephone call to Dr. Dennis Sullivan who has responsibility for the Continuing Education Library Service at the University of Maryland. All continuing education is offered through the University college, which is considered a separate campus. They offer evening courses on other campuses but the bulk of these are offered in the evening on the College Park Campus. Students have library privileges at the main library. They also use other cmapus libraries located in other buildings. Courses and service are also provided at military bases where books are left at the base library. Dr. Sullivan indicated that his service supplements base library collections by buying books and sending them to the base libraries. They expect these books to be returned but they lose some of them. They do not have any formal arrangement with public libraries but have made use of the Prince George County Public Library. The continuing education staff understand that fifty-five percent of their enrollment use public libraries or university libraries and seventy-five percent use both the main university library, other university libraries and public libraries in the area. These libraries will give privileges to continuing education students. Dr. Sullivan's advice is to let students buy basic books and ask the faculty to encourage students to write papers, thereby spreading the need for books out. He has used a bookmobile but has not found is useful recently. At one time they were transporting

books to the Pentagon. The Pentagon has its own library and that library assists with courses.

Continuing Education at Penn State University

This information was obtained in a telephone conversation with Ms. Barbara Smith, the librarian responsible for continuing education library support. Penn State University conducts an extnesive continuing education program but has very little available at College Park. There are nineteen locations in the State of Pennsylvania for continuing education and these actually are local State colleges. All continuing education students get normal everyday service at these locations. They are given temporary cards and frequently also use local public libraries. At one time Penn State was using a book-kit program. Books were packed in kits pertinent to a course and were sent out to the professors. They have dropped this, though it is still available in limited cases. Many times the local institutions buy the books and place them in their regular collections in support of the courses that are offered in their vicinity.

Trip to Raleigh, North Carolina

Those in attendance were: George Martin, Connor Tjarks and Gerard B. McCabe of VCU, and Marguerite Ogden of Southside Virginia Community College

The trip began on Wednesday morning, April 5, 1978. The first stop was at Vance Granville Community College, Henderson, North Carolina. We visited the Learning Resources Center directed by Mrs. Gray Pernell. The Vance Granville Community College has an open Circulation Policy, this means that not only Community College students and faculty have loan privileges, but also any High School students and private citizens who care to use it. The service area consist of four counties, so the geographic distribution is rather large. In the matter of teaching Off-campus courses, when this is done materials are sent out with the faculty and return is expected. Faculty take these materials to the classes, distribute them to students and have them returned later on. Vance Granville has a good working relationship with two of the newer County Public Libraries. The Henderson Public Library is old and rather poorly supported so nothing is done with them. No direct service is provided to off-campus students except through the faculty. Mrs. Pernell also informed us that the senior universities are not teaching courses in this area at this time. We confirmed this later during the visit to North Carolina State University Library, where we discovered that their only interest in continuing education concerns adult education. We will discuss this further on in the report. There is strong emphasis at Vance Granville Community College on adult High School completion, on the GED and SAT test for adults and for any who need them.

The regular liberal arts program at Vance Granville is only two years old. Prior to this emphasis was very strongly on vocational and technical aspects of education. They now offer college preparatory courses for those who need them. She gave as an example a student who may have entered High School not thinking about going to college, finished High School then decided to go to college and was short some academic training. This could be taken at Vance Granville Community College. They also offer courses at Butner Federal Reformatory which is located in that area. Vance Granville Community College dates from about 1966, however, their new campus was begun in 1969, and consists of an attractive series of brick buildings in a well planned arrangement. The Learning Resources Center at this time operates during the week without weekend service because of insufficient funding and occupies one floor of a two story building.

Thursday morning, in company with Mary Craven Smith, we visited Central Carolina Technical Institute. At CCTI they also have adult High School programs, so that adults may take their GED and other tests. We noticed in the A.V. area a good distribution of equipment with the emphasis on curriculum, too. An interesting sideline was the fact that they had a local job bank on microfiche which was made available from the local state employment office. They subscribe to fourteen (14) newspapers and one-hundred and seventy five (175) magazines.

One of their future programs is the rural renaissance program which has been in existence two years now and has proven to be very popular. Central Carolina Tech. serves three counties with a population of about 130,000 people, is predominantly rural and the equivalent comes out to about a little better than 3,500 FTE students. They also serve Fort Bragg, though this is outside their area. Fort Bragg has a number of educational institutions there offering courses. There are a number of libraries which are serviced by the recreational unit at Fort Bragg. In the North Carolina Community College system, Fayetteville Technical Institute is the primary server of Fort Bragg.

The collection and equipment are available for off-camous courses, they can be checked out for the semester or the length of the course. The faculty usually take them, they are not put in school library buildings. Another interesting feature is the fact that they have a joint union catalog with the local public library and distribute this to all libraries in the area, so access to all collections is available. They have open circulation and permit high school students to borrow books, they also purchase books for continuing education courses. Another fact is that they have a union list of library holdings for the entire community college system so that they can exchange information among themselves and also borrow books from each other when it is necessary. One of the librarians suggested that we check the 1970 census for High School completion, and this can be done via tracts, using the tracts of the U.S. census in the Richmond area. A major item that was not covered before is the possibility of offering services to rest homes where people are living for some period of time. They are beginning a program for Rest Home Recreation Coordinator, and they also noted that people over the age of 65 have tuition waived by law. Tuition is not charged to inmates in prisons and anyone associated with law enforcement and certain other services where the state provides an exemption.

The library will supply reading materials for rest homes, note, rest homes legally are different from nursing homes. They are not offering a certification program for nursing homes at this time. There is a difference in the recreation courses and they will be looking into apprenticeship programs. Also, here at VCU we need to look into the question of the CLEP Program. What is the extent of it and what is the Capitol Consortium doing about it?

Another idea they suggested was having a Film Festival, using management films for management people. This is an idea we might want to put into use in the Cabell Library.

Immediately after lunch we drove to Sandhills Community College, near Southern Pines. Sandhills Community College serves two counties and three prison units. They offer only one off-campus credit course in the county, 1,700 students are enrolled. They have open circulation and their distribution is 50/50 between vocational courses and college transfer courses. They also take care of High School completion, the GED, the SAT, and adult education providing full coverage. They use program texts for adults and the emphasis is on developmental work. As a side comment, Sandhills Community College has one of the most beautiful campuses that I have ever seen.

They are in an area where many people retire, especially well-to-do people, and they have been receiving expensive donations over a period of several years, the donation for example, of the total cost of a building. The campus is beautifully landscaped, featuring many flowering plants and shrubs. The architecture is a modernized Spanish style with open court yards, surrounded by the academic buildings, archways and curved and simulated iron bindings on doors are a feature. This campus is really fantastically beautiful.

After that, we journeyed to Hamlet, North Carolina and were only about 11 miles from the South Carolina line where we visited Richmond Technical Institute, which serves two counties with a population of 70,000. They have a number of outreach programs. Their effort provides assistance for new non-English speaking foreign immigrants, such as people from Vietnam, Korea, etc. They provide service in adult education helping people finish High School, pass the GED, and so on. (Note: that a brochure that we were given here for the complete community college system has a chart on the back giving a list of institutions and programs offered). They have Public Library cooperation sharing books via interlibrary loan. They belong to the Sandhills Library Association and share resources. Their continuing education effort consists primarily of non-credit activities for adults. They provide certification for people, for example, teachers and others, special interest groups, such as; police, nurses. The Assistant Director of the Continuing Education Program informed us that they are beginning a first offenders program in prison systems, this is a special unit in their service area which handles first offenders, people who have been sentenced for a period of one to two years. They try to offer them some opportunity to learn something that they can use when they are released from prison. They offer off-campus courses in several locations.

Another feature of their service is human resource development. It's an eight to twelve week program for under-employed people and includes some remedial work, job orientation, and the program's success or failure is measured by its ability to place students in jobs. They have another service where they handle drop-outs from High School and they work with High School facilities in adjoining Scotland County.

Another feature of their program is Sheltered Workshops, offered in the McClarren Center. This is for adults with severe physical or mental handicaps. Currently, 80 students are enrolled. Library support is provided as needed, especially curricular courses. Their emphasis is on A.V. materials, but students can come to campus with some assistance. Another feature, and this has been done at some of the other community colleges and technical institutes, is the Visiting Artist programs. They have an artist in residence come in with a one year term, possibly a renewal and their current resident is a dramatist who has helped the people start a local theatre, this has proved to be very successful and has given them the first home grown theatre in their area.

Friday morning, April 7th, we visited Community College Headquarters for the State of North Carolina, in the Education Building, Raleigh, North

Carolina. We talked with Dr. Jim Carter, Dr. Larry Roberson and Dr. Charles Barrett. Dr. Barrett is vice president of the system. The initial talk began with Dr. Carter, who told us about satellite usage in Appalachia. Four Community College campuses are involved with the satellite program using University of Kentucky software. This is a fascinating possibility and probably should be considered here in Virginia. He also discussed the Competency Based Instructional Program. They are working to get the schools to share their specialities and expertise, especially in media production, so that one media produced product can be used by all of the schools in the system, for example, they are working on specialities in auto mechanics, cosmetology and other subjects. In order to avoid duplicate efforts on each campus, there is emphasis in the schools on being community based. They also discussed the rural renaissance program, a program aimed at bringing arts and the understanding of the arts into rural areas. This has worked very successfully. Dr. Roberson also talked to us about computer assisted instruction for the GED Program. They noted that up to 60% GED completers become curriculum students, this is an important factor. Once these people earn the GED they often continue and become students in the Community College. They define competency as being an understanding of the fundamentals of the subject. As for example, welding; there are certain basic minimum skills required for passing, this can be used in other academic subjects too! The emphasis, of course, is on students performance relating to job skills, that is, the student being employable when they finish with the program. Larry Roberson mentioned in connection with GED that Bill Moore is the coordinator for Adult Higher Education here in Virginia and the difference between Virginia and North Carolina. North Carolina has 71 testing centers in technical institutes and community colleges, and plus some assistance from the University of North Carolina. There are exactly 57 Community Colleges and Technical Institutes in North Carolina. All of this is free in the community college system the President of each institute appoints the examiners for the GED Dr. Roberson helps them with guidance. They have passed the 100,000 mark in GED awards, the average age of a GED student is 25/26.

In discussing our mission with Dr. Barrett we talked in general about our needs and understanding, and Dr. Barrett was quite helpful in discussing the philosophy of the North Carolina Community College System.

Our next visit was the Johnston Technical Institute, Smithfield, N. C., which serves two counties. Their distribution of Continuing Education courses versus on-campus courses was 50/50. In CE most of their work is in non-credit programs, they do offer certification credits for teachers, nurses, etc., but no transfer of college credits, however. One of the services they make use of from the Industrial Services Division of the Community Colleges department is the Industrial Film Library. This institute also has some involvement with rest homes and senior citizens. They have offered in-service courses for staff and also

for the residents of these homes. This institute also has local history, oral tapes of older citizens on file in the library. They have an excellent working relationship with the Johnston County Public Library, and the Public Library has genealogical records, while the Technical Institute has court records, therefore, the local history is shared in the sense of preservation between the Technical Institute and the public library. Again, they mentioned that they have a union list of books and serials for the public and the institute library. The public library will also purchase supplementary materials for courses offered by the technical institute, that is, these materials are brought by the public library and made available to local citizens who are also students.

Thelma Harris, the librarian at JTI informed us that East Carolina University has a working arrangement with them and sends them books to be placed on reserve or in circulation. They receive a list, check it for completeness and provide service on these books for the duration of the course, after which, the books are returned to ECU. While they are in their library they treat them as they were their own. ECU also uses JTI's equipment when its available.

They also talked about prison involvement which is similar to the practice to the other institutions in North Carolina. The prisons do provide some help with equipment. They also talked about their Human Resources Development Program, which is an eleven week course and at this time has 23 enrolled. The emphasis is on job readiness, this was also discussed at Richmond Technical Institute in Hamlet, North Carolina.

CBM/dp

4/13/78

Capital Consortium Library Committee

4/10/70

Note information for inclusion in the proposed plan

After the recent visit to several campuses of the North Carolina Community College System, it became apparent that there are several important factors that must be considered. First of these is the essential requirement of a Union List, both for books and serials recording the holdings of all libraries in the area served. This includes all Public and all Academic Libraries within the service area. Also note that this is the recommendation of the Western Consortium for CAE (Western Va.) and the validity of this recommendation is attested by our experience in visiting the North Carolina Campuses. It is important that the teaching institutions have a knowledge of each others resources and capabilities, and also, those of the public libraries and private libraries in the area.

In regard to delivery of library services, including materials and media, it appears that a cooperative arrangement using all resources is paramount to the success of the plan. A very distinct possibility is housing needed materials in neighboring libraries, that is, those libraries adjacent to or near where courses are taught. This can be accomplished in several ways. The library of the institution conducting the courses can either send on deposit or send as an outright gift or permanent loan essential materials to support these courses to the receiving library with which the cooperative arrangement has been made. This will occur if in fact additional materials are necessary.

In some instances it is conceivable that the cooperating library in the neighborhood where courses are taught will have sufficient material to support that course without any addition, if this is not the case, the library of the teaching institution should arrange to provide such materials that are needed in the judgement of the faculty. The Libraries of the teaching institutions should avoid situations where faculty carry material to class, other than lecture notes and class handouts. All library materials whether in printed or non-print form should be handled by another library which is far better equipped to offer this service and achieve equitable distribution among the potential student enrollment. In this way a satisfactory level of library service can be achieved.

It should be policy to encourage all faculty teaching off-campus credit courses to assign papers to off-campus students and encourage these students to come to the library of the teaching institution on weekends for research on the paper, this will spread out concentration on library materials. If students select a broad range of topics suitable to the requirements of the course, then their efforts will be spread out over a broad range of material rather than on a limited number of print and non-print material. The immediate advantage of distribution is quite clear, students will be able to achieve a satisfactory performance on their papers in a reasonable time without undue stress on them or on limited resources.

VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284
JAMES BRANCH CABELL LIBRARY

ACADEMIC CAMPUS SCHOOLS
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MEMORANDUM

TO: Members - Richmond Academic Libraries Cooperative
- Mr. Dennis Robison, University of Richmond
- Mrs. Verdelle Bradley, Virginia Union University
- Mrs. Catherine Bland, Va. State College
- Mrs. Flavia Owen, Randolph Macon College
- Mr. Donald Haynes, Va. State Library
- Ms. Jean Bear, Va. State Library
- Ms. Katherine Smith, University of Richmond

FROM: Gerard B. McCabe
Library Administration Division, ALA

DATE: June 19, 1978

SUBJ: Attached Running Narrative of a Trip to the South Recently Made by Members of the Capital Consortium Library Committee

The attached report is a running narrative of a trip several of us recently took to visit institutions in the South. Our particular goal was to investigate current methods of library support for off-campus continuing education courses. However, we are also interested in cooperative developments in the places we visited. I think you will find the running narrative most interesting. I particularly call your attention to the report on our visit to Birmingham, Alabama where we visited the University of Alabama, at Birmingham and the Public Library. One thing shows up consistently throughout the report and that is the need for union lists. I think we are well advised to make every effort to complied a union list of periodicals and a union list of library materials. We will be asking the State Council for assistance with these items. I look forward to our meeting in the Fall.

Thank you.

GBM/ec

Enclosure

REPORT: Beginning of a Visit to New Orleans

Monday morning May 15, 1978, we left the hotel and drove to the University of New Orleans campus. The University campus is on the shores of Lake Pontchatrain, and has a very large land area with the buildings well separated. We went to the Earl Long Library and met Dr. Gerald Eberle, Director. Dr. Eberle is retiring at the end of June. We explained our mission to Dr. Eberle and he began by telling us about Seallinc, which is the southeastern Louisiana Library Network Cooperative. He emphasized the fact that there is great cooperation between the public libraries and the academic libraries through Seallinc. Seallinc is a cooperative not a consortium. This organization exists as a result of a survey conducted some ten years ago by the Humphrey brothers. The Humphrey brothers recommended the establishment of seven regional centers in Louisiana. The State began to develop these cooperatives by competition, offering State funds for those who came up with a plan of organization. In the first year only one cooperative began. Seallinc received their grant two or three years later. Dr. Eberle gave us some documents-one-headed "application to Louisiana State Library for Federal funds to develop a cooperative network of libraries in southeast Louisiana" and the other "libraries system planning grant application." These documents give details, for example, the list of members and so on. Seallinc headquarters are at New Orleans Public Library. The usual beginning of these cooperatives included mostly public libraries and one academic library, there were no community colleges or junior colleges, only universities. There is just one community college in the New Orleans area, Delgado Community College, however, we did not visit that campus. Seallinc includes several academic libraries and is somewhat distinctive from the others. There are no school libraries in these cooperatives but school librarians are beginning to talk about joining the cooperatives. When we turned to the subject of continuing education off-campus library support, Dr. Eberle told us they had made one effort at this. The University of New Orleans established an overseas campus in Innsbruck, Germany. One of the faculty carried about 1,000 books overseas but the effort failed because there was little or no interest. Conversation then turned to a report on the Louisiana Numerical Record. Dr. Eberle gave us substantial details about this. This is an attempt at a union catalog using LC card numbers. The LC card numbers are arranged in chronological order and then numerical order, after the chronological date. Each order-number is followed by symbols for participating libraries. There are two symbols: The first, is for the region the library is located in, and the second symbol indicates the participating library. This list is growing steadily and now includes nearly one million titles. It is considered a very good dependable key. It is now on COM and all libraries in the State are invited to participate. There are some provisions for this however, any library in southeastern Louisiana that wishes to participate should belong to Seallinc and two parishes do not. These are Blackman and Jefferson parishes, and so they are not participating in LNR. LNR is handled by a state-wide agency. It has been copied in the State of Texas which exchanges with Louisiana, so each can access the other's holdings when it is necessary. Their agreement requires that they

use their own libraries first. The procedure is to begin with the smallest library which reports that it is holding a particular title. This takes the pressure off the larger libraries who would otherwise receive too many inter-library loan requests.

The University of New Orleans Library pays $600 yearly for membership and Seallinc provides these services which also include a free TWX. Seallinc as we understood it has a staff of one full-time Librarian and a van driver. It is treated as a city agency because it is operated by the public library and the city garage handles maintenance for the van. The membership includes public libraries and public and private academic institutions, and business and industries. In response to a question concerning collection development, Dr. Elberle said, "there is a Seallinc Collection Development Committee," but it is not fully detailed, they are still discussing techniques. He mentioned that UNO Library has a working agreement with LSU Medical Library in New Orleans. They loan to each other, both are members of Seallinc. UNO Library also, has an agreement with Tulane University Library on major significant purchases. They also check on esoteric journals, so that duplication is avoided.

The State level librarians in Louisiana are talking about a state-wide library card, however, this is still in the thinking stages. (He did mention that occasionally, there is some rivalry between his institution and Louisiana State University, once the parent institution of UNO).

Dr. Eberle suggested that we contact Northwestern Louisiana State University at Natchitoches. It has several off-campus courses in other areas and I am going to call them and ask for their ideas and experience. A Mr. Don McKensie, is the Librarian. Also, he suggested talking to Cynthia Duncan. We toured the Earl Long Library. It is a divisional plan library, encompassing two very large floors. There are provisions for adding a third and fourth floor and he expected planning would begin probably in the next six months. Their divisional plan is typical. Journals are classified and though they are shelved separately, they are near other library materials. There are service desks scattered about the building so that library staff are distributed over the space on the two floors. The space did not look well utilized to me, however, I must reserve comment because one of the features as shown in the slides I took is row carrels, that is, rows of carrels that are fastened together and interspersed with the stack ranges. This has proven to be an awkward arrangement now because study carrels of this type are no longer popular with students, they much prefer tables. They also have a computerized serials print out withholdings for their library and they distribute surplus copies around New Orleans. The seating in the library will hold approximately twelve hundred students: at one time it would hold fifteen hundred; because of growth of the collection, they had to reduce the seating.

One more remark about the LNR, one of the Librarians informed us that they are going to have a one day workshop which will be offered seven times around the State so that librarians in the Parish Libraries will be able to find out about LNR and learn how to use it. There is no on-line capability for this index to library holdings.

REPORT: Tuesday, May 16, 1978

Tuesday morning the group journeyed to the New Orleans Public Library where we expected to meet with Mr. M. Eugene Wright, Director of the Library. However, he had to leave shortly before we arrived and instead we talked to the Assistant City Librarian, Mrs. Elizabeth Rountree, she gave us some further information on Seallinc. She mentioned that the New Orleans Parish School Board was now a member of Seallinc, and that originally the cooperative was funded completely by LSCA funds. The Louisiana State Library provided guidelines for the development of these regional cooperatives. As we were told on Monday by Dr. Eberle, their plan is to create systems. Currently, each participant pays a fee and this is supplemented by Federal money. The chief interest of Seallinc is interlibrary loan, collection development is not a major activity. A question has been raised concerning the possibility of an automated circulation control system for all members. She would like this, but needs to get all of them together. She remarked that all of them are Solinet members. Another interest is bringing in the schools, but there is some doubt as to any advantage for school libraries in belonging to Seallinc. Seallinc represents the first uniting of public libraries and academic libraries in southeast Louisiana. She noted further in concern about the schools that the New Orleans Public Library is cutting back on education journals. Seallinc has a monthly report of loans going in and out. Each institution is listed separately. The interlibrary loan turn around is very good. They have daily delivery and usually a borrowing library will receive its material the same day or early the next day. After this fill-in, we raised the question of off-campus courses. The New Orleans Public Library lacks awareness of need for information by patrons taking courses offered by Universities. She then told us about another development and that is the free University of New Orleans. This was new and innovative. It is a program run by the New Orleans Public Library. Teachers donate their time and the Library supports classes that are offered. A community activity agency coordinates this effort. The city of New Orleans provides CETA paid employees. The New Orleans Public Library also provides newsletters and considerable emphasis is placed on the performing arts with the exception of dance. She remarked about some of the courses for example, one was offered in TV Commercial Production, over two hundred people applied. Another course is called The Writer's Workshop and this is consistently successful. The question of Clep credit was raised and she said, no, that there were no activity in this area at the Public Library, the effort has not been made yet. The courses are set by public demand and the availability of teachers. There are no fees at all in the free University. Classes meet in the Public Library and its Branches. Sometime courses can be quasi-academic, as for example, see the literature accompanying this report and note that they will occasionally teach something that appears to be very close to the type of course

offered at an academic institution. So far, the academic institutions have no objection to this. Another question raised was that of cooperation with local museums and other cultural institutions. She said, "not really, but a little professional help is provided now and then to these other agencies."

Another major project is Jambalaya, this is a three year program funded by a National Endowment for the Humanities Grant, slightly over three hundred thousand dollars. It is free to the public and they brought in such people as Tennessee Williams and Eleanor Holman. She also provided us with a meeting room schedule and a class record and we can check this for a list of courses and activities being offered by the free University.

She was asked if the free University was a response to the lack of community colleges, there is only one in New Orleans we understand and she said, "yes, this was correct." Also, we then turned part of the conversation back to Seallinc and asked about future plans, she said, "Well, she had only been at three cooperatives meetings. They did do a self-evaluation and most of the credit went to interlibrary loan. She noticed that they do lack incentive money, and again mentioned that New Orleans Public Library and Xavier University want to do more development, especially in automation.

In response to a question of academic libraries sending books to branches of the public library she said, "no, this had not been done in New Orleans," however, it had been done in Brunswick, Georgia Public Library where she was previously employed and also before that in Clarkesville, Georgia Public Library." The University of Georgia extension service sent the books to the public libraries. I mentioned that I would call Georgia, that I had tried once before and was not successful. She suggested calling Dr. Ruth White of the Department of Library Science, School of Education, University of Georgia. She said, Dr. White could advise us on continuing education courses in Georgia. This proved to be a most fruitful meeting and we gained much valuable information.

REPORT: Xavier University Libraries
Mr. Leslie Morris, Director

Mr. Leslie Morris described the New Orleans Consortium. This consists of four private institutions, primarily church related. They are Loyola University with an enrollment of four-thousand students, Xavier University with some eighteen-hundred students, the seminary with three-hundred students and St. Mary Dominican College, three-hundred students. Xavier and Loyola use the same Library card and have open borrowing. An Executive Committee of the consortium recommended some projects which are under consideration. These are eliminating duplicate periodicals and producing one card catalog. As it is, Loyola and Xavier will cooperate using OCLC tapes to produce a catalog for the holdings of those two libraries. They are doing very little for continuing education, in that sense this visit was not helpful, but in terms of learning more about interlibrary cooperation it was quite helpful. These institutions are members of Solinet. Mr. Morris also mentioned that Loyola University has an extensive evening program. In reply to a question about Seallinc, he remarked, "that it does a good job, but it seems to lack ambition." The headquarters staff has not developed plans for extending service beyond the delivery service. As a reminder to me, he suggested that I call a Mr. Richards in the three R's System, Buffalo, New York. This is an upstate New York Cooperative and I have a note in the office on this and I will call him. He also mentioned that the State of Louisiana runs three State Systems of higher education.

In discussing the possibility of producing a union list, he suggested that we contact Faxon as a subscription agency and ask them if it would be possible to print the list of all subscriptions they have for Richmond Academic Libraries. This will require permission of the other academic libraries, but it seems to be well worthwhile investigating. He also suggested that we look for a California State College Report on avenues of cooperation published within the last year.

May 17, 1978

Visit to Louisiana State University Campus and Library

Wednesday morning we visited the Louisiana State University Campus and Library, at the Library we were met by Mr. George Guidry, Director of University Libraries at LSU. Mr. Guidry informed us that LSU has a large CE program, a center offering courses at several locations. The Library is not really too involved. Faculty teaching continuing education courses use the main collection and all faculty members have indefinite loan, there is no limit on what they can borrow, so they are able to make their own arrangements about the use of library materials. Course offerings vary from undergraduate to graduate. A few years ago the Library was given some money for the purchase of multiple copies. They did this but the financing was not sustained. The University uses primarily regular faculty in its CE program.

Mr. Guidry went on to talk to us about the Louisiana State System of higher education. There are actually four classifications, the first is the Louisiana State University system, governed by a Board of Supervisors, then there are the State Black Institutions governed by a separate Board and then there are a third group of Louisiana State Institutions governed by another Board. The private institutions have their own coordinating system. Louisiana is now beginning a State Board of Regents and this Board is beginning to exercise control over academic programs. He went on to mention that they also provide library privileges for faculty of other universities and colleges. It appeared that LSU Library was not really involved in library support for continuing education courses and so after a brief tour of the LSU Library, we left.

GBM/ec

May 31, 1978

REPORT: Wednesday, May 17, 1978

We visited the Louisiana State Library where Associate State Librarian Michael McKann met us and introduced us to several members of the staff, including the Head of Reference and Interlibrary Loan. Mr. McKann gave us two documents concerning planning in Louisiana and also gave us a set of the Louisiana Numerical Record. This publication as we heard in earlier reports is coordinated by the Louisiana State Library, it is revised quarterly and is grant funded. It has been copied by Texas and we were told the State of Tennessee is also considering adaptation. It is used by most libraries in Louisiana. Of the seven systems areas of Louisiana, four are organized. However, the Baton Rouge area is not yet organized, this was interesting. The Baton Rouge area has an opulence of resources and so, it appeared that this was the reason why it would be slow in developing because LSU is there and also the State Library. On the question of continuing education support they did note that in the Shreveport System they are aware of receiving requests generated by CE students in that area. They also noted that Louisiana has a system of vocational technical schools providing help for industry by training local people to work on these jobs. The State Library provides backup for the Parish Libraries by purchasing significant items for reference rather than having the Parish Libraries buy them, or in cases where the Parish Libraries are not able to afford these purchases. They also help the State agencies in the Capitol. As far as on line access is concerned they have only the TWX and only recently became a member of Solinet. They will receive their Solinet terminals sometime in the next six months.

In regards to a question on regional and cooperative effort their aim was higher at first, funding was uncertain, and so, the progress was limited. State aid is in the planning and under legislator review, if they receive State aid it will enable them to make substantial progress. So, the State Library does provide some assistance to Parish Libraries in regard to course support. They do have a State plan and we were given copies of this. They also gave us a publication which will be useful for introducing librarians to an understanding of the need for continuing education not only for themselves, but for all citizens.

After completing this successful visit at the Louisiana State Library we traveled to another part of Baton Rouge and, met after lunch with Mr. John Richards, Director of East Baton Rouge Public Library which is the Parish Library system. He mentioned that Baton Rouge will be the capitol region. The cooperative effort here has been slow in developing mostly because of the resources as we mentioned earlier. He also noted that his library had not been part of the original demonstration library system which was begun by the State Library with Federal aid and is a model of what has been done in other States. He uses LSU on

direct basic for interlibrary loan and also borrows on a direct basic from Southern University. Mr. Richards was a member of the LNR Committee but he noted his library has no direct consortium connection. His library with nine branch libraries serves three hundred fifty-seven thousand people with a collection of three hundred thirty-five thousand volumes. He noted also that local government in Baton Rouge is different from that in other parts of Louisiana. In Baton Rouge they have a city council and a parish council. He noted that they are not listing their holdings in the LNR and neither are any other public libraries though the systems are of some extent. He mentioned that LSU continuing education division teaches all over the State. As for the question of library support at one time they did give volumes to LSU Library at Alexandria, where he was once director. These were incorporated into the regular collection. He is eager to get the system active in the capitol area. Mr. Richards was very helpful in giving us the point of view of a public library director.

REPORT: Thursday, May 18, 1978

Thursday morning we went to the Jackson Metropolitan Library and met with Mr. Jack Mulkey, Director. This library serves six counties with a population of about a half million. The population of Jackson, Mississippi is two hundred and twenty-five thousand. They have thirty-nine branches in six counties with a budget of about two million dollars. Circulation ranges between one-half and two million titles per year. There are one hundred and forty-seven staff and they do central processing in the main library for the entire system. As a matter of fact they even serve the Delta Queen river boat, which uses films from the film library. The service area goes to Vicksburg on the river. Recently, Sears and Roebuck vacated its downtown store with a large parking lot and possibly the public library may be moved into that facility. Mr. Mulkey informed us that there were no cooperative programs for continuing education in Jackson. Part of this is due to a lack of funds but also because the Universities governing Board has established a Research and Development Center on the outskirts of Jackson which is used for all continuing education. Three universities offer courses at this facility, more about this later. So there is no formal program of library cooperation for continuing education, at this time. He said, undoubtedly he has bought materials for use in the counties for continuing education students who are enrolled in community colleges. Mr. Mulkey informed us of the union list of periodicals for Mississippi, which is published and controlled by the Mississippi State Library Commission and issued both in hard copy and on fiche, and also the union list of newspapers taken in Mississippi Libraries and also a union list of Mississippiana, a collection of materials about Mississippi. He told us that Mississippi would like to have the equivalent of the Louisiana Numerical Record. He had experience with it in Louisiana where he was Librarian at Shreveport and said it was used very often in that library. He also noted that Jackson Metropolitan Library is a member of Solinet. He mentioned the effort at adult basic education which is also being done by other agencies as for example, the Department of Education and said, "that the State Department of Education handles the GED program."

The next report is on the University of Mississippi, University Center. Here we met with the Librarian and one of her assistants. The University Center offers courses which cannot be duplicated with any courses offered by Jackson State University which is located in Jackson. At the University Center three State Universities are represented, these are Southern Mississippi University, the University of Mississippi, and Mississippi State University. Frequently, they attempt to offer fifty to one hundred courses but sometimes only twenty will make the necessary enrollment and also avoid conflict with courses at Jackson State University. The University system also has a center in Vicksburg, Tupelo, and one on the Coast, they did not know the name

of the town, but these all lacked libraries. The fees are the same for all three universities offering courses but each operates independently and has its own office within the complex. Occasionally, they administer CLEP tests. They are governed by the Board of Higher Learning and they offer undergraduate upper division courses and graduate courses, they do not offer lower division courses, because these are offered by Jackson State University. Each student when registering for a program or a course also registers for circulation privileges in the library. Their book fund comes from the University Center's Budget and they are free to spend it as necessary. For the most part, faculty are regular faculty of the institution offering the courses.

They do get some walk-in patrons but do not provide circulation privileges for private citizens. They do use interlibrary loan and frequently borrow and sometimes lend when another library asks to borrow something they have. Turning back to the question of courses there is consistency in courses offered in higher education and in library science. Therefore, they are able to buy and build collections to support these programs. Service hours are 2 p.m. to 9:30 p.m., Monday thru Thursday and Saturday 9-12 noon. These hours are tailored to fit the evening program and are used during the regular semester. The average enrollment is between six and seven hundred students per semester. They have not seen the need for cooperation with the Public Library and the question hasn't really come up. They do not use other sites for course offerings other than those mentioned. The librarian also told us that they will get high school students from private high schools in the area using the library on occasion. The collection is nearly fifteen thousand volumes and when they began this collection they did it with the Choice opening day collection. This means the collection is well founded and should be suitable if the occasion arises to make any expansion of offerings at the University Center. Thursday afternoon we visited with the University of Mississippi Medical Center, we went to the library and talked to Mr. Harold Ard, Associate Director. Mr. Ard informed us that a new library building was under construction. This new library building would house the library and all the media facilities. This included the television and other audio-visual service for the medical center. We talked about a variety of things with Mr. Ard and he informed us for an example, that all monographic series are classified. This library uses Library of Congress Classification and MESH subject headings. This is most unusual and we informed him that this was only the second library other than Tompkins-McCaw that we had found using this combination of classification and subject headings. They shelve their regular journals in strict alphabetical order. Mr. Ard also informed us that professional librarians are on duty until 8 o'clock at night, after which student assistants take over. The professional librarians also rotate and work at least one Saturday morning somewhere in the time range of 9 to 12 noon. He went on to tell us about some of their other projects and about the staffing. They have a staff of twenty-seven. About half of these are professional.

It must be remembered, however, that they have a complete facility, including cataloging and so on. The serials staff consists of a librarian and two classified assistants, and they have a subscription list of twenty-five hundred journals. They have a serials print-out which they issue every month and it gives complete holdings of the library and current status. It also includes cross references. This is similar to other lists that we have seen from other libraries, both academic and health science libraries and is apparently a substitute for a union list in so far as it is comprehensive only for this one library. Mr. Ard went on to inform us that the librarians at this institution do not have faculty rank but they do have faculty status, however, they are considered as classified and do not enjoy regular faculty vacations, this causes morale problems with the staff. I will fill in further details on our visit to the University of Mississippi Health Sciences Center later.

The next visit we made was to Jackson State University, which is located on one side of downtown Jackson. This is a beautiful campus. What we could see of it, it was well landscaped, including some fountains. The library was fairly large and we were told by the librarian, had a capacity of one half million volumes, currently, nearly three hundred and seventy-five thousand volumes. Mrs. Bernice Bell, Assistant Director of the library gave us a tour. She was most gracious. We had not made an appointment. We told her we had finished business in Jackson and thought we would like to see the campus and the library. She took us through several floors of the library and showed us several of their special collections. These were housed in separate rooms, one room for each collection and were nicely furnished and nicely equipped. All of the materials were very tastefully arranged and displayed, when displays were visible. They had been putting some material on display recently and the displays were very well done. We were quite pleased with the way the library was laid out and it appeared most attractive. Most of the study areas were carpeted and the furniture for the most part was of a good quality. One interesting feature, every area of the library is surveyed by closed circuit television. The cameras rotate constantly and at the circulation desk is a monitor consisting of one large screen and several smaller screens, so at a single glance a fairly large area of the library can be visibly taken in by someone on the circulation staff. Mrs. Bell also gave us a tour of the media facility in the basement of the library. We saw a very handsome well-equipped television studio. I was envious when I saw the new equipment. Most of it was by Sony. It was very impressive and I was very pleased to see such excellent new equipment being used. The director of the Audio-Visual facilities also showed us their video tape library. They had a large collection of video tapes, including some very well-known programs. They make a very heavy use of this facility and this material and it was very nicely equipped. I would very much hope that we could have equipment like this for our division of audio-visual aids. After thanking Mrs. Bell we left Jackson State University and then traveled to the airport so that we could make our flight to Birmingham, Alabama, where we arrived late in the evening.

REPORT: Friday, May 19, 1978

Friday morning May 19th we visited the University of Alabama, at Birmingham, Sterne Library. Dr. Paul Spence, Director, Mr. Jerry Stephens, the Assistant Director and several other members of the staff spoke to us. One young lady was from the division of special studies which handles all continuing education off-campus credit and non-credit courses. Also present was the circulation supervisor and a reference librarian who served as liaison with the division of special studies. The scope of the continuing education program at UAB reaches all persons within commuting distance. CE students are expected to come in to the main campus. They pointed out that 20% of the State population lives within twenty-five miles of the campus. The SMSA population is about eight hundred and four thousand.

The academic libraries in Birmingham have a cooperative effort on a voluntary basis and a written agreement exists. They mentioned that the medical librarian at the Medical Center had declined to participate in the cooperative effort and this was done. UAB loans to other academic institutions students on the basis of their valid ID card. There is no common ID card, there is no common circulation system and they simply recognize the validated ID cards from the other academic institutions in Birmingham.

For loan privileges, continuing education students must be enrolled at UAB and their ID card must be valid. A continuing education student from a community college cannot get loan privileges, unless that student is regularly enrolled at the community college and has a valid ID card. There is no central control of continuing education courses in Alabama, so students are free to attend any of the colleges and universities that offer such courses and the colleges and universities are free to offer these courses wherever they please. They can use high schools or church rooms for courses and the division of special studies has done so at times.

The Special Studies division also teaches on Saturday and Sunday. They have a program called Saturday-Sunday scholars. They also have a lunch bunch which meets from 12 to 1 p.m. on the campus. Also they use television courses. The Saturday-Sunday Scholars have a choice of five plans. There can be ten Saturdays from 9-5 p.m., with an hour for lunch or a combination of 9-5 p.m. on Saturday and 1 to 5 p.m. on Sunday. Within some of these plans there are free weekends for independent study. They also have morning classes two mornings a week from 6 a.m. to 7:30 a.m. All of these are traditional courses. They also use various terms, that is the end of fall semester between terms, the end of the summer semester. This is typical of some of things that are also done at VCU. Students buy their own text books. The library sets up reserved materials just as for any other courses, if this is requested by the faculty. The UAB Library uses a photo ID card and the circulation

system is manual, actually it is the Newark System. There are two check out points because the library is accessible by a ramp on another level. They average ten thousand circulations per month.

In response to my questions about open borrowing, they said it works okay. Occasionally, there are problems but they are willing to cope with them.

The Birmingham Public Library had made free library cards available for all students enrolled in the cooperative among the academic institutions. They of course provide free cards for all residents. They noted that Samford University, a private church related school is not a member of the cooperative but their students use UAB Library.

The Reference Department has reference bibliographers. They cover five subject areas and government documents.

Each librarian is responsible for certain subjects and the school where those subjects are taught. The librarian who is responsible for special studies indicated his interest in certificate programs. There are a number of non-credit certificate programs and he has conducted studies which have helped identify trends and surveyed the literature to find areas of growth, e.g.; what subjects will be big in the future, he has reported this back to special studies for their information.

The lady from special studies also indicated that there is more emphasis on non-credit courses. In reply to a question concerning the role of the Public Library in non-credit courses they indicated the Public Library would be of assistance.

There are two junior colleges in Birmingham but there is no real cooperative effort. They are on the outskirts of the city, one on each side of the North and South areas. Each can offer courses and both are free to offer whatever they choose. The community colleges also work in the GED program but this is under the State Board of Education. A question concerning television courses was answered by the statement that television cooperation was now known here in the Birmingham area.

They also indicated that foreign languages are on tape cassettes and also many faculty taped their lectures. This permits the students to listen to any lecture they may have missed. This is a very good feature and was one of the ideas we introduced here at the VCU Libraries. There are no dormitories at the University of Alabama at Birmingham at all. The enrollment is about fourteen thousand head count and the campus area covers sixty square blocks including the Medical Center. Students may live in apartments but otherwise the University does not provide any housing. In reply to a question concerning the University without walls concept, they indicated that there was some involvement. Also, Special Studies works with people who have prior training and want a general degree, that is one that is not career

related and means they will not take the usual major. This would apply to somebody with two or three years of college who is already well established in a career and simply wants a degree, but not a degree that would prepare them for working in another field. They can accommodate this and have done so on a number of occasions. In review of the open borrowing question again they indicated that there were no major problems though some items have to be handled manually. In reply to a question about a union list, all libraries participate in a union list of periodicals, except the medical library which has its own list and furnishes it. They do want a full integrated list and at this time a state-wide list is under development for monographs. They will use the Solinet tapes. There is no Alabama list serials available. Dr. Spence pointed out a problem of entry styles. UAB uses the new form. The older schools use an older form and so there is a problem with the correct form of entry. The Special Studies division receives no regular funding and must be an income generating unit. The library will provide computer literature searching for special studies as it does for other schools of the University. In reply to a general question concerning community service they indicated they believed that citizens of the community were coming to them when they felt they could be helpful. After touring the library which was a very interesting and quite striking building architecturally, at least on the inside, we also toured the instructional materials center, which might be described as a combination of our University curriculum laboratory and the Audio-Visual Aids division. It appeared to be most interesting. We did see some television applications, including some very new equipment but did not actually see a television studio at this time. It may be that there was in another part of the building, as it was we were running out of time.

REPORT: Friday, May 19, 1978

On Friday afternoon we visited Mr. George Stewart, Director of Birmingham Public Library which serves the City of Birmingham. As an introduction to his role in providing service to everyone who requires it, Mr. Stewart first described the Alabama University system which serves several campuses, all of which are of the University of Alabama and location. There is a commission of higher education and a joint committee on continuing education coordinated by the Alabama Department of Public Service. He indicated that junior colleges have done more recently than any other institutions. BPL has cooperated with the University of Alabama at Tuscaloosa, the original University, on library science courses. As a matter of fact, courses in library science have been taught in the BPL building. BPL offers a course in Archives Management in the building, using faculty from the University of Alabama, at Birmingham. The History Department provides a professor in this case. They also have had courses in local history taught in the main library and on the campus. Tuscaloosa and Birmingham have both been cooperative. BPL serves Jefferson County with a population of three hundred thousand in the city, with seventeen branches. The County area is about six hundred and forty thousand population. There are seventeen other libraries systems within the County. They have a cooperative which provides central processing done at BPL and a film library. Their circulation averages about 2.2 million annually. There is one library card for the County. We asked if the community colleges use branches for teaching, the reply was, "no." In reply to a question about the film library, he indicated that three separate collections were combined into one, and they will loan to academic institutions. They do not borrow from the State, there is no State Film Library. Also there is another agency of a similar nature in the Mobile Public Library. BPL is converting to a COM Catalog, they will merge Solinet tapes from the academic libraries and begin a union catalog for Alabama. He has high hopes that BPL will get a new building and then will try for a new circulation system which will be automated. The Public Affairs Service has just finished a survey of library needs for Birmingham and the report will be released soon. The Autographics Company is doing the COM Catalog for BPL. Chesterfield Public Library here in Virginia uses Autographics too. He was quite pleased with their new reader. Autographics is also producing their newspaper index and BPL does the input work. A contract ia about to be awarded in Montgomery for a circulation system for several libraries.

There is an ETV cooperative but he has no direct involvement with it. Birmingham has cable television and BPL hopes to work with the cable company. Also a company in town has proposed the idea of a central video library with BPL. The State also supports ETV as does the State of Mississippi. We did not tour the Birmingham Public Library because time was running short and the building was quite old.

VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284
JAMES BRANCH CABELL LIBRARY

ACADEMIC CAMPUS SCHOOLS
The Arts
Arts and Sciences
Business
Community Services
Education
Social Work
MEDICAL COLLEGE OF VIRGINIA
CAMPUS SCHOOLS
Allied Health Professions
Basic Sciences
Dentistry
Medicine
Nursing
Pharmacy

MEMORANDUM

TO: Members, Capitol Consortium
Library Committee

FROM: Gerard B. McCabe GBM/ec
Director of University Libraries

DATE: October 6, 1978

SUBJ: Attached Report

For your information attached is a copy of a report on a recent trip prepared by Connor Tjarks. I wanted you to have this prior to our meeting.

Thank you.

GBM/ec

VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284
University Libraries

ACADEMIC CAMPUS SCHOOLS
The Arts
Arts and Sciences
Business
Community Services
Education
Social Work

MEDICAL COLLEGE OF VIRGINIA CAMPUS SCHOOLS
Allied Health Professions
Basic Sciences
Dentistry
Medicine
Nursing
Pharmacy

MEMORANDUM

TO: Mr. Gerard B. McCabe
Director of University Libraries

FROM: Connor D. Tjarks
Assistant Director/University Libraries
Central Processing Division

SUBJECT: Capital Consortium Trip to
Syracuse/Pittsburgh (Sept. 18-20)

DATE: 26 September 1978

The first visit on our trip was with Dr. Donald Anthony, Director of Syracuse University Libraries, who talked about cooperation involving his library. Bird Library participates in FAUL (Five Associated University Libraries), including SUNY Libraries at Binghamton, Buffalo, the University of Rochester, Syracuse University and Cornell University. They provide on-site open borrowing for all students and staff from these universities with a lending period of three weeks for students and semester loans for staff.

Additionally there is local reciprocity for other area colleges including Onodaga Community College and Lemoyne College.

Dr. Anthony told us the library itself was not involved in delivery of support services to off-campus sites. He did, however, make arrangements for us to interview Dr. Frank Funk, Dean of the University College, that afternoon.

Dean Funk talked about non-traditional learning experiences and the development of five off-campus graduate centers of Syracuse University---at Endicott, N.Y., Poughkeepsie, Corning, Griffiss Air Force Base and on the Utica College campus. The first center, at Endicott is 25 years old; the balance during intervening years. Originally courses were contracted between the university and industries such as IBM and Corning Glass. Key faculty were flown in charter aircraft to the off-campus locations. Students used library resources of industrial special libraries. Teaching faculty examined library holdings and recommended additions which were acquired and paid for by the contracting industry to support instruc tion.

More recently the graduate centers have utilized local area libraries. As with special libraries earlier, existing local

library collections are evaluated by the teaching faculty to determine adequacy for curriculum support for center students. Additions to the collections are recommended to and purchased by the University College on the Syracuse campus. Books are billed to the University College and shipped directly to the cooperating library.

Another program offering is the Independent Study Degree Program. Any Syracuse degree may be earned through this limited residency program. Enrollees are required to spend eight days on campus at the beginning of each term for intensive counseling and instruction. Students then return home to their communities to continue independent study. Currently some 400 students are working toward degrees while holding down full-time jobs. These students are encouraged to find their resources in local libraries with no effort being made by the university to enrich local library collections.

We concluded the first day with late afternoon interviews with Dr. Alexander Charters, Coordinator of Adult Education at Syracuse University. Dr. Charters, formerly Dean of the University College and Vice-President for Continuing Education, gathers pertinent ephemera and unpublished research on adult education topics. His staff lists these in periodic news letters to adult educators throughout New York State. The documents in the collection are circulated on demand. We also met with Ms. Marilyn Brattigan, Coordinator of Off-Campus Courses for the College of Education. She talked extensively about generating demand for adult education off campus, pointing out that these courses are not only self sufficient, but generate income to the university as well.

It was curious to note that the University College and the College of Education do the same things in the education of adults.

At the Onondaga County Library which serves the City of Syracuse, Mr. Robert Kinchen, the director was nearly an hour late for our meeting. He had just come from a meeting with his Board of Trustees---a meeting in which he was asked to re-do his budget to reflect substantial cuts in revenue. He told us little was being done in the way of inter-institutional programs, but that OCPL supported the concept and offered continuing education---notably to the functional illiterates of Onondaga County. He told us about the governance of public libraries by both Boards of Trustees and the New York Commissioner of Education. We asked about conflicts between state standards and local expectations. He responded that state standards were mostly enforced through funding--40 percent of which comes from Albany. We concluded this meeting

early to pick up Dr. Anthony who accompanied us to meetings with Dr. Charters and Ms. Brattigan.

A preferatory note to the Pittsburgh segment of our trip is worthy of mention. The Syracuse Holiday Inn failed to call us to awaken us at the expected hour. With limited time and a rental car to return before an 8:18 a.m. flight, we rushed out of the city towards the airport. Missing the poorly marked exit, we drove ten miles too far. We hastened back, ran through the airport, boarded the flight and then waited thirty minutes before taxing away from the gate. After our flight and motel check-in at Pittsburgh, we inquired about Chatham College where the Pittsburgh Regional Library Center is located. Told it was walkable, we started out on foot. Told by a passer-by it was 6 miles to Chatham, we hailed a taxi, instructing the driver that we had a 1:30 meeting. He proceeded to make an illegal turn, and we were stopped by the police. Tuesday was an incredible day!

At the Pittsburgh Regional Library Center, we met with the executive director, Mr. Stephen Folts. PRLC is a SOLINET-type organization devoted primarily to brokering computer service to its members.

Mr. Folts talked about some of the cooperative efforts of PRLC members, but said he didn't feel the center initiated much in that area. He said Mrs. Rossell at University of Pittsburgh would be able to brief us better since Pitt was a member of the area consortium.

At the University of Pittsburgh Mrs. Rossell was generour in talking about her cooperative activities and those of area libraries which involved Pitt. She informed us that open lending among area colleges and universities was practiced, and that specialization in collection development was also on-going. A representive from the Department of Continuing Education met with us. The University of Pitts works closely with area public libraries in several ways.

Public librarians distribute continuing education literature to their constituencies. The university sends staff out to the public libraries to counsel prospective students. The university attitude is that local public librarians know their commumities and citizen needs-particularly since there are so many ethnic neighborhoods. Community programming can lead to degrees and certificates as well as involvement in non-traditional learning.

Continuing education also offers an external studies program on 3 1/2 Saturdays during terms with the aim of enabling students to pass proficiency tests for credit.

Mrs. Rossell also told us that the Pittsburgh Council of Higher Education offers cross registration to all students enrolled in member institutions. Most of the students who cross register are Pittsburgh University and Duquesne University students.

Some mention was made of irrelevant (to our objectives) but interesting activities. Lunch Box Theater allows folks to watch selected surgery on closed circuit television. Dr. Fred Gage gave us a tour of the University Center for Instructional Resources. They have a very elaborate closed circuit television system and had just purchased some new equipment with $25,000 of money from the university's last appearance in a football bowl game.

At Carnegie, Mr. Martin talked about cooperative acquisitions amongst the libraries, pointing out that geographic proximity was a major enabling factor as well problem at the University of Pittsburgh where they had no union catalog for the extensive holdings scattered into 18 departmental libraries. He said students prefer to use the public library rather than search through several University libraries. Mr. Martin also informed us that the OCLC interlibrary loan sub system would be available in January 1979; the acquisitions sub system in the summer of 1979. Those dates struck me as surprising.

Mr. Joseph Falgione said he didn't feel Carnegie or any area library had unique ways to deliver library resources to off-campus students. He did, however, say that Penn State was buying materials for other libraries and encouraging their students to use them. He did not know details or who was involved, but would find out and write to me. His letter is attached.

I have drawn some conclusions after these visits and those in the South. Would like to discuss them with you and the committee at an appropriate time.

VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284

UNIVERSITY LIBRARIES

ACADEMIC CAMPUS SCHOOLS
The Arts
Arts and Sciences
Business
Community Services
Education
Social Work

MEDICAL COLLEGE OF VIRGINIA CAMPUS SCHOOLS
Allied Health Professions
Basic Sciences
Dentistry
Medicine
Nursing
Pharmacy

MEMORANDUM

TO: Mr. Gerard B. McCabe, Chairman
Capital Consortium Library Committee

FROM: CDT Connor D. Tjarks

DATE: 23 February 1979

SUBJECT: Library Support for Off-campus Continuing Education (University of Iowa, Iowa City)

To meet the library support needs of off-campus instruction in the School of Social Work, the University of Iowa negotiated with Drake University, a private institution located in Iowa's capital city, to enrich its library holdings by sending materials primarily of reference or research nature. These materials are incorporated into the Drake library collection on a permanent basis.

In order to conform with state law, materials purchased by the state university for Drake University are stamped with UofI ownership marks, but without further processing to allow the host library maximum latitude in creating bibliographic records and physical preparation for circulation.

Additionally library support for classes offered by the university on community college campuses within the state is provided on loan with the cooperation of the community college librarians.

The books sent to community colleges are assembled from among duplicate holdings of the university library. These materials already cataloged and processed for the university library are placed on reserve at the cooperating community college library. These materials bear due dates and are returned to the University of Iowa at the end of course offerings.

Finally support is provided for enrollees in correspondence courses offered through the Division of Continuing Education. That division provides the university library with a one-half time position to fill mail requests for students virtually all over the world who are engaged in independent study. The material sent out by mail is primarily of two categories---instructional material put together by the Division of Continuing

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Education, and book material from the collections of the university libraries.

In his letter to me dated 11April 1978, Mr. Wayne Raxley, Assistant University Librarian for Reader Services noted, "We believe these programs are worthwhile, especially the correspondence one, and we don't believe that they are too expensive."